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ONTARIO

Department of Education

Courses of Study

In

Latin and Greek

for

Grades X, XI and XII



Issued by Authority of
The Minister of Education

COURSE OF STUDY
For
Grade X
In
Collegiate Institutes, High and Continuation Schools,
and Public and Separate Schools

LATIN

Aims of the Course:

1. To communicate as quickly as possible the power to read with enjoyment Latin prose and poetry of average difficulty.
2. To demonstrate (a) the contribution of Latin grammar and vocabulary to the English language, (b) the influence of Latin literature and classical mythology on English literature.
3. To present Roman life and thought in the light of their contribution to modern civilization.

With these aims in view it is suggested:

1. That increased emphasis be placed upon the development of the pupil's ability to read at sight classical prose and poetry of average difficulty.
2. That the writing of Latin prose composition in Grades X, XI, and XII be considered as a means to the attainment of proficiency in sight reading and not as an end in itself, and that it be limited to the writing of sentences.
3. That throughout the course the contribution of Latin to the English language be stressed.

At the end of Grade XII the pupil should have acquired an interest in classical life and letters, an increased facility and precision in the use of English, and a livelier appreciation of the continuity of history.

NOTE:—For the benefit of pupils who may wish to qualify for the Intermediate Certificate at the end of Grade X, an attempt should be made to give the first year of the Latin course an independent value, particularly with regard to the second and third aims listed above.

Approach to the Course:

The approach is to be made through graded Latin reading lessons dealing with Roman life and a continuous period of Roman history (preferably that from the foundation of Rome to the Second Punic War). Principles of accidence

and syntax are to be introduced in the order of greatest utility. In the introductory lessons emphasis should be placed on the value of the language as a subject of study, especially in its relation to the other subjects of the curriculum.

It is essential to the effective teaching of Latin that reading be given the attention its importance demands. In no circumstances should this part of the course be neglected. In the reading lessons grammatical constructions should not be overemphasized.

Throughout the course an effort should be made to arouse and maintain the interest of the pupils. To this end, oral work in the classroom should receive much greater emphasis than it has in the past, both in the presentation of new material and in reviewing the work already taught.

The rules of pronunciation should be introduced gradually, as required. Close attention should be given throughout to the quantity of the vowels and to the accented syllable.

OUTLINE OF COURSE

Grade X

SECTION I.

Forms:

Nouns of the first and second declensions—all cases (including masculines in *-er* and neuters in *-um*).

Adjectives of the first and second declensions (complete paradigms).

Present indicative active and present infinitive active of the regular conjugations (including *-io* verbs of the third) and of *sum*.

Present imperative active, second person, of the verbs of the regular conjugations and of *sum*.

Constructions:

Word order.

Subject, predicate, object.

Possessive and partitive genitive.

Indirect object.

Ablative of means.

The use of *in*, *ad*, *ab*, *ex*, and *cum*.

Questions with interrogative adverbs and *-ne*.

General:

- (a) Frequent reference should be made to examples of English cognates and derivatives.
- (b) Interesting facts relating to Roman life should be taught. Wherever possible this information should be based on words introduced in the vocabularies, such as *vir*, *puer*, *servus*, *deus*, *templum*, *via*, *porta*, etc.

SECTION II.

This section falls naturally into two parts but the order of presentation may be varied.

Forms and Constructions:

Part I.

Nouns of the third declension—consonant stems.

Perfect and imperfect indicative active of all conjugations.

Perfect passive participle and perfect indicative passive of all conjugations.

Principal parts (including the supine as the fourth part).

Ablative of agent.

Temporal clauses with *ubi*, *postquam*, *simul atque*, *antequam* and *priusquam*.

Dum with the present indicative.

Part II.

Nouns of the third declension *-i* stems.

Adjectives of the third declension *-i* stems.

Ego, *tu*, *nos*, *vos*; also a reference to the corresponding possessive pronominal adjectives.

Pluperfect indicative active and passive of all conjugations.

Irregular verbs *sum*, *possum*, *eo*, in tenses already taught.

Negative commands with *noli* and *nolite*.

Questions with *nonne*, *num*, and *quis*.

SECTION III.

Forms and Constructions:

Nouns of the fourth and fifth declensions.

Future and future perfect indicative active of the regular conjugations and of irregular verbs already introduced. *Si*, *nisi*, *cum* with the future and future perfect indicative active.

Present, imperfect, future, and future perfect indicative passive of the regular conjugations.

Cardinal numerals, *unus* to *viginti*; ordinal numerals, *primus* to *decimus*; declension of *unus*, *duo*, *tres*, *mille*, *milia*. Reference to other numerals as they occur.

Declension of the nine irregular adjectives—*alius*, etc.

Expressions of time and space.

Is, both as a pronoun and as an adjective.

COURSE OF STUDY
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Grade XI
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General:

- (1) The following prescription of forms and constructions is mandatory in scope but suggestive only in the proposed order of presentation.
- (2) The reading lessons are of increasing difficulty, and it is expected that they will prepare the pupil to begin the reading of Nepos, Livy and Ovid in Grade XII.
- (3) The attention of the teacher is directed to the points outlined under "Aims and Approach to the Course" on pages 3 and 4 of this circular.

SECTION I.

Forms:

Comparison of adjectives (regular and irregular).

Formation and comparison of adverbs (regular and irregular).

Declension of comparatives (including *memor, vetus, plus, complures*).

Relative pronoun *qui*.

Demonstrative pronouns *hic, ille, ipse, idem*.

Reflexive pronouns of first, second and third persons.

(At this point an explanation should be given of the method by which certain transitive verbs are made intransitive; e.g., the use of the reflexive with such verbs as *abdo, verto, conjungo, dedo, recipio*).

All infinitives and participles except the future infinitive passive.

Deponent verbs and common semi-deponents.

Completion of *sum, possum, eo*.

Review of regular verb conjugations.

Constructions:

Remaining common uses of cases—

Genitive: subjective, objective (including use with adjectives), descriptive.

Dative: interest, purpose, possession, with adjectives. (The dative of interest should be taught with the dative of purpose).

Accusative: subject of infinitive, predicate accusative (contrasted with predicate nominative).

Ablative: descriptive, specification, manner, cause, comparison, measure of difference, absolute, with adjectives.

Locative uses (including motion to and from cities, towns, etc.).

Common verbs governing the dative, such as *persuadeo, pareo, resisto, ignosco*, which are transitive in English but intransitive in Latin.

Quam with superlative adjectives and adverbs.

SECTION II.

Forms:

- Present imperative passive (including deponents).
- Irregular verbs *fio, fero* (including compounds in common use).
- Subjunctive active and passive of all verbs (both regular and irregular) which have already been introduced.

Constructions:

- Simple indirect narrative using all forms of the infinitive except the future passive.
- Indirect questions and commands (including *jubeo, veto, prohibeo*).
- Cum* clauses with the imperfect and pluperfect subjunctive.
- Simple constructions of purpose with *ut, ne, qui*.
- Simple constructions of result with *ut* and *ut non*.

COURSE OF STUDY
For
Grade XII
In
Collegiate Institutes, High and Continuation Schools

LATIN

If the outline of the courses in Grades X and XI has been carefully followed, the pupil should by this time have acquired considerable facility in the reading of Latin and should be ready to begin the reading of prescribed texts. The course in Grade XII, therefore, includes a definite prescription of reading in addition to a further study of forms and constructions. Exercises based on these constructions, together with the study of a wider vocabulary, also form part of this course.

Forms and Constructions:

The following prescription is definite in content but the suggested order is not obligatory.

Indefinite pronouns: *aliquis, quis, quidam*.

Correlative pronouns: *tantus . . . quantus, talis . . . qualis, tot . . . quot, idem . . . qui*.

The following irregular verbs: *volo, nolo, malo*.

The forms and uses of the gerund and gerundive. (The use of *debeo* should be taught in conjunction with the gerundive, but *oportet* and *necesse est* are to be included in the course for Grade XIII).

The use of the impersonal passive (including gerundive).

The subjunctive in principal sentences: hortative, jussive, optative.

The rule of the sequence of tenses.

Subordinate clauses in indirect statement.

Causal clauses: *cum* causal; *quod, quia* with indicative and subjunctive.

Clauses of fearing (fear for the future only).

Conditional sentences (excluding general conditions).

NOTE 1. A full consideration of temporal clauses is reserved for Grade XIII. The uses of *ubi, postquam, simul atque, antequam, priusquam, and dum*, with the indicative, have already been dealt with and should be used freely in the exercises for Grade XII. The use of *cum* with the future and future perfect indicative, as well as with the secondary tenses of the subjunctive, has likewise been introduced and should also be used frequently.

NOTE 2. Similarly, concessive clauses are not treated in full until Grade XIII, but *quamquam* has been used in reading lessons from an early stage of the course, and *etsi (etiamsi)* can be presented in connection with conditional sentences.

NOTE 3. A study of the supine after verbs of motion is reserved for Grade XIII.

Latin Authors

The following authors are prescribed for Grade XII:

Prose:

Nepos—Life of Hannibal (adapted).

Livy—Three cycles of selections of moderate difficulty dealing with significant incidents in the career of Hannibal and calculated to amplify Nepos' concise account. Each of the three cycles contains a story of continued and varied interest.

The Nepos is to be read every year in conjunction with one cycle of Livy, since the Latinity of Nepos presents few difficulties, and the Life of Hannibal provides a suitable background for each cycle of Livy.

Poetry:

The prescription of Latin poetry will be mainly from Ovid, but will include selections from other authors. Each of the three cycles of poetry will include approximately three hundred lines.

Sight Reading:

The cycles not prescribed for the current year will furnish sufficient material for sight reading. As reading is to be emphasized throughout the course, teachers should devote as much time as practicable to sight work.



